DOCUMENT RESUME

ED 455 261 TM 033 063

TITLE	Statewide Writing Assessment Follow-Up; Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update # 5. STARS: School-Based Teacher-Led Assessment and Reporting System.
INSTITUTION	Nebraska State Dept. of Education, Lincoln.
PUB DATE	2001-03-00
NOTE	23p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 058-062.
AVAILABLE FROM	Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; Criteria; Educational Planning; Elementary Secondary Education; Portfolio Assessment; Portfolios (Background Materials); Research Reports; *School Districts; State Legislation; *State Standards; *Student Evaluation; Test Results; *Writing Tests
IDENTIFIERS	*Local Assessment Package; *Nebraska

ABSTRACT

This update provides information about the Nebraska Statewide Writing Assessment follow-up, the federal reporting of assessment information, and preparing the school District Assessment Portfolio. The information is intended to assist local educators in the reporting of local assessment information in June 2001. The update on the writing assessment discusses the scores that meet Nebraska state writing standards and outlines the reports school districts will receive when the scoring process is complete. The section on federal reporting requirements discusses the reporting of student performance on reading, speaking, and listening standards due to the state in June 2001 and the reports due the federal government for limited English speakers and students receiving Title I services. The third section of the report concerns preparing the school district for the Assessment Portfolio each district must submit to describe how it has met the quality criteria for assessment defined in May 2000 during the 2000-2001 school year. (SLD)

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ED 455 261

STARS

School-based
Teacher-led
Assessment and
Reporting
System

Update #5

Statewide Writing Assessment Follow-up

✧

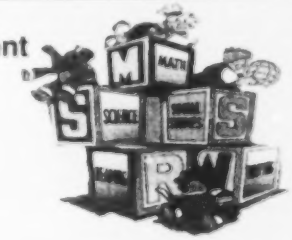
Federal Reporting Requirements

✧

Preparing the School District Assessment Portfolio

March 2001

Nebraska Department of Education



NEBRASKA L.E.A.R.N.S.

Leading Educational Achievement through Rigorous Nebraska Standards

TM033063

J.E. Lutjeharms

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Purpose of STARS Update #5

STARS UPDATE #5

This Update provides information about:

I. Statewide Writing Assessment Follow-up
II. Federal Reporting of Assessment Information
III. Preparing the School District Assessment Portfolio

This information is intended to assist local educators in the reporting of local assessment information in June, 2001.

PREVIOUS STARS MATERIALS

This Update continues the series of materials provided by the Nebraska Department of Education to assist in the implementation of the School-based Teacher-led Assessment and Reporting System (STARS). The series includes:

- Nebraska School-based Teacher-led Assessment and Reporting Systems (STARS) Guide of October 1999
- STARS Toolkit distributed in December 1999 (no longer in print)
- STARS Update #1 in May 2000 (Moving Forward With Assessment)
- STARS Update #2 in August 2000 (A STARS Summary)
- STARS Update #3 in September 2000 (Writing Assessment)
- STARS Update #4 in December 2000 (Writing Assessment, Reporting, Model Assessments)

Schools are encouraged to maintain the complete set of the STARS Guide and Updates for reference in local planning.

STARS

School-based Teacher-led Assessment and Reporting System

Update #5 -- MARCH 2001

I. Statewide Writing Assessment Follow-up

II. Federal Reporting Requirements

III. Guide for Preparing the School District Portfolio

I. Statewide Writing Assessment Follow-up

This section provides information regarding the reporting of results in the statewide writing assessment.

I. Statewide Writing Assessment Follow-up

The following section provides a summary of information regarding the reporting of results of the Statewide Writing Assessment conducted in February, 2001.

Meeting State Writing Standards

Students will have met state writing standards if their scores are at or above the passing "cut score". All reports sent back to districts from the regional scoring sites will identify that score and the number of students who have met it.

Students who meet the cut score will have met the Nebraska writing standards with the following exceptions. Writing standards 4.2.5 and 8.2.5 (outlining and note taking) need to be measured in a locally developed assessment.

Regional Scoring Report Information

School districts participating in the regional scoring will receive three reports of their scoring results. The scoring results will include:

- District Summary Report by Grade Level
- Score Distribution Report by Building and Grade Level
- Building Grade Level Score Distribution Report by Student

A sample of the District Summary Report by Grade Level is included in this Update.
In considering the information included in the reports, educators are reminded that:

- Each student paper was read and scored twice

- The two scores were added together to determine the student's final score. Therefore, the scores statewide will range between 2 and 8.

Summary of Regional Scoring Report

District Summary Report by Grade Level includes:

- Summary of score information for each grade assessed
- Number of students in each grade absent or taking an alternate assessment
- Local average score for each grade assessed
- Numbers and percentages of students scoring within each score point range
- Statewide cut score for each grade level assessed

- Percentage of local students in each grade scoring at or above the statewide cut score
- Percentage of local students in each grade not scoring at or above the statewide cut score

Score Distribution Report by Building and Grade Level includes:

- Building and grade level average score
- Number of students absent or taking an alternate assessment
- Numbers and percentages of students scoring within each score point range
- Statewide cut score for the grade level assessed
- Percentage of local students scoring at or above the statewide cut score
- Percentage of local students not scoring at or above the statewide cut score

Building Grade Level Score Distribution Report by Student includes:

- Total number of students by building and grade
- Building and grade level average score
- Statewide cut score for the grade level
- Listing of students assessed by name and student identification number
- Individual student scores
- Students receiving accommodations
- Students taking an alternate assessment
- Additional score information

Local Scoring Information

In this pilot year of the Statewide Writing Assessment, school districts were given the option to conduct local scoring. Districts participating in local scoring:

- Will receive materials and information to assist their scoring process.

- May want to use information included in the regional scoring report format to assist them in creating their own local reports.

Out of State Scoring

A random sample of student writing assessments will be scored by reviewers outside Nebraska. The results of this scoring will provide an aggregate to be included in the State Report Card to be distributed in November, 2001. Individual school district's results will not be included in the school district profiles to be published in the fall of 2001.

Nebraska Statewide Writing Assessment 2001

District Summary Report by Grade Level

DEMOVILLE PUBLIC SCHOOL

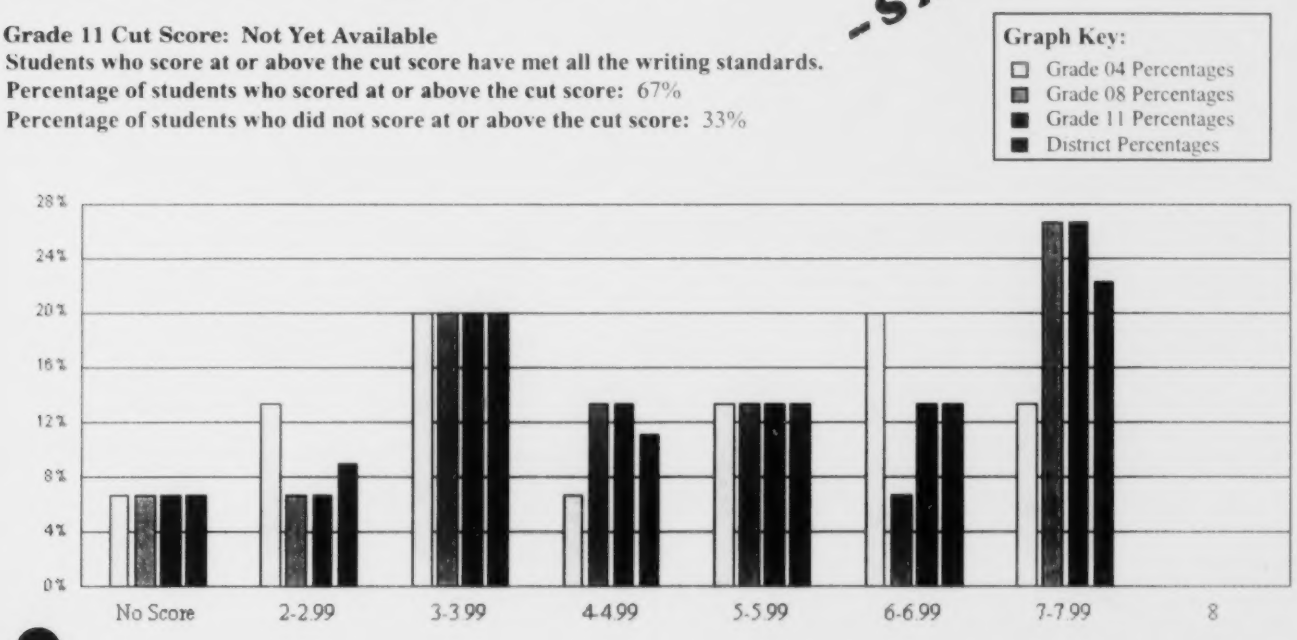
Grade	Total Students	Alt. Assess./ Absent	Scores: No Score	2-2.99	3-3.99	4-4.99	5-5.99	6-6.99	7-7.99	8	Avg. Score
Grade 04 Students:	15	1	1	2	3	1	2	3	2	0	4.40
District Percentage:		7%	7%	13%	20%	7%	13%	20%	13%	0%	
Grade 08 Students:	15	1	1	1	3	2	2	1	4	0	4.86
District Percentage:		7%	7%	7%	20%	13%	13%	7%	27%	0%	
Grade 11 Students:	15	0	1	1	3	2	2	2	4	0	4.87
District Percentage:		0%	7%	7%	20%	13%	13%	13%	27%	0%	
Students District-wide:	45	2	3	4	9	5	6	6	10	0	4.71
District Percentage:		4%	7%	9%	20%	11%	13%	13%	22%	0%	

Grade 04 Cut Score: Not Yet Available
Students who score at or above the cut score have met all the writing standards except 4.2.5.
Percentage of students who scored at or above the cut score: 64%
Percentage of students who did not score at or above the cut score: 36%

Grade 08 Cut Score: Not Yet Available
Students who score at or above the cut score have met all the writing standards except 8.2.5.
Percentage of students who scored at or above the cut score: 57%
Percentage of students who did not score at or above the cut score: 43%

Grade 11 Cut Score: Not Yet Available
Students who score at or above the cut score have met all the writing standards.
Percentage of students who scored at or above the cut score: 67%
Percentage of students who did not score at or above the cut score: 33%

-SAMPLE ONLY-



STARS

School-based Teacher-led Assessment and Reporting System

Update #5 -- MARCH 2001

I. Statewide Writing Assessment Follow-up

II. **Federal Reporting Requirements**

III. Preparing the School District Assessment Portfolio

II. Federal Reporting Requirements

This section provides information to assist school districts in preparing reports needed to meet federal reporting requirements.

II. Federal Assessment Reporting Requirements

The reporting of student performance on reading/speaking/listening standards is **due June 30, 2001** to the Nebraska Department of Education. Schools should follow the reporting procedure as outlined in STARS Update #4. In addition, some federal programs have special reporting requirements. These are described below.

Special Education Students

General Information:

- All special education students, with the exception of the small percentage of students taking an alternate assessment, will be included in the reports due on June 30, 2001. In addition, there will be two added reports specifically for reporting special education students. These are described below.

- Performance of all special education students will be reported to the State Department of Education, but performance of classes/grade levels with fewer than 10 students will not be published in the State of the Schools Report.

- Any district whose local standards and assessment plan have been approved as "equal to or more rigorous than the state's" may report special education student progress on standards in grade levels other than 4, 8, and 11.

Specialized Report One: ***Special Education Report***

- The first specialized report will include the reporting of only special education students in grades 4, 8, and 11 on reading/speaking/listening standards.

- The only special education students not included in the Special Education Report on standards will be the small percentage of students taking an alternate assessment.

- This report can be accessed electronically by clicking on the Special Education Report, (submit data)

- Any district whose local standards and assessment plan have been approved as "equal to or more rigorous than" the state's may report special education student progress in grade levels other than 4, 8, and 11.

Specialized Report Two: Alternate Assessment Report

- Students participating in an alternate assessment (typically not more than 1% of the student population) will have assessment results included in the "Alternate Assessment Report."

- This report can be accessed electronically by clicking on: Alternate Assessment Report: (submit data)

English Language Learners (ELL)

General Information:

- English Language Learners (ELL) refers to the same population of students termed limited English proficient (LEP) in federal legislation.

- All English Language Learners will be included in the report due June 30, 2001. In addition to including ELL students in the Total Student Report for grades 4, 8, and 11 on reading, speaking, and listening standards, there will be one added report for all English Language Learners.

- Performance of all English Language Learners will be reported but performance of classes/grade levels with fewer than 10 students will not be published in the State of the School Report.

- Any district whose local standards and assessment plan have been approved as "equal to or more rigorous than" the state's may report ELL student progress on standards in grade levels other than 4, 8, and 11.

Specialized Report: English Language Learner Report

- In addition to being included in the Total Student Report, English Language Learner students in grades 4, 8, and 11 will have a separate reporting form marked "English Language Learner Report." ***Please note:*** **English Language Learners who are given an alternate assessment will be included in both the Total Student Report and the ELL Report.**

- This report can be accessed electronically by clicking on the English Language Learner Report, (submit data)

- Any district whose local standards and assessment plan have been approved as "equal to or more rigorous than" the state's may report ELL student progress in grade levels other than 4, 8, and 11.

Title I Programs

- Students receiving Title I services are regular education students and are included in Total Student Report.
- Title I reporting requirements will be provided by the Department of Education Title I Office to all schools having Title I programs.

Career and Technical Education

- Career and Technical Education students are regular education students and are included in the Total Student Report.
- Career and Technical Education reporting requirements will be provided by the Department of Education Career and Technical Education Office to all schools having Career and Technical Education programs.

For Further Information

If you need additional information with regard to reporting on federal programs, please feel free to contact the following individuals at the Nebraska Department of Education:

	Special Education	
Ron Dughman	rdughman@nde.state.ne.us	402/471-6695
	English Language Learners	
Nancy Rowch	nrowch@nde.state.ne.us	402/471-2477
	Title I	
Marilyn Peterson	mpeterso@nde.state.ne.us	402/471-3504
	Career & Technical Education	
Steve Equall	sequall@nde.state.ne.us	402/471-2494
Michelle Kosmicki	mkosmicki@nde.state.ne.us	402/471-4823
	Statewide Assessment	
Pat Roschewski	proschew@nde.state.ne.us	402/471-2495

STARS

School-based Teacher-led Assessment and Reporting System

Update #5 -- MARCH 2001

I. Statewide Writing Assessment Follow-up

II. Federal Reporting Requirements

III. Preparing the School District Assessment Portfolio

III. Preparing the School District Assessment Portfolio

This section provides information to assist school districts in preparing materials to be provided in the District Assessment Portfolio due to the State Department of Education on June 30, 2001.

Guide for Preparing the District Assessment Portfolio

Due to the Nebraska Department of Education June 30, 2001

How Should This Guide Be Used?

- This guide is intended to help districts continue to plan for submission of a District Assessment Portfolio due June 30, 2001 to the Nebraska Department of Education.

- This guide is not the actual or official form to be submitted in June with the District Assessment Portfolios. Official forms will be mailed to each district in May, 2001.

- The portfolios should describe how the district has met the Six Quality Criteria for assessment (provided to Nebraska districts in STARS Update #1, May, 2000) during the 2000-01 school year. Therefore this guide provides recommendations for developing the Quality Criteria Description and organizing the portfolio.

What is the District Assessment Portfolio?

- The District Assessment Portfolio will contain a collection of local assessment materials to be used for external review and rating of the local assessments. This review will guide Nebraska schools in improving local assessment instruments, procedures, and practices, and will partially fulfill the requirements of State Law 79-760.

- The District Assessment Portfolio should be prepared in two parts: (a) a collection of assessments used by a district to measure student progress on reading, speaking, and listening standards in grades 4, 8, and 11, and (b) a description of how the district assessments meet the Six Quality Assessment Criteria.

- If a district's local standards have been approved as "equal to or more rigorous than" the state standards, the assessed grade levels may be different from 4, 8, and 11.

- Some districts may not have had an opportunity to fully accomplish all of the Quality Criteria. In those instances, the district should provide as much information as is available. It is expected that assessment quality and procedures will improve as Nebraska educators gain expertise in assessment procedures. The review and rating should help all districts strengthen assessment knowledge and skill.

The District Assessment Inventory - Procedures for Determining the Assessments To Be Included in the District Portfolio

In September 2000, school districts provided, in their local assessment plan, a chart of assessments to be used in 2000-01 to assess student progress in reading, speaking, and listening standards. The District Assessment Inventory, which has been mailed to Nebraska school districts, will update the September 2000 chart and should indicate the name or title of the local assessment actually used during the school year.

In March, 2001

- Each district will receive a "District Assessment Inventory" form for assessments used for assessing reading, listening, and speaking standards for grades 4, 8, and 11.

- The District Assessment Inventory should be an update of the assessment plan submitted in September 2000. The inventory chart should be completed in order to include the names of all of the assessments used to measure the standards. Locally developed assessments should be identified by a locally determined name or title.

- Districts whose standards and assessment plan have been approved as "equal to or more rigorous than" the state standards may complete a District Assessment Inventory on grades other than 4, 8, and 11.

By April 17, 2001

- The District Assessment Inventory is to be returned to the Nebraska Department of Education.

- This inventory will be used to identify the assessments that are to be included in the District Assessment Portfolio.

In Early May

- Districts will receive a notification from the Nebraska Department of Education in early May. This notification will identify the assessments that are to be included in the District Assessment Portfolio. Districts may also include any district assessments that they consider to be exemplary.

Assessments Developed by a Consortium

- School districts that have developed local assessments as part of a consortium may submit just one District Assessment Inventory and one District Assessment Portfolio. The name of each school in the consortium must be attached and identified by name and county district number.

What Should Be Included in the District Assessment Portfolio?

- The contents of the assessment portfolio should include:

    1) A cover sheet on an official form provided by Nebraska Department of Education.

    2) The Quality Criteria documentation requested by the Department of Education.

    3) The specific sample of local assessments requested and any additional local assessments that demonstrate high quality.

- The contents should be assembled in three-ring binders with sections separated and divided by tabs.

- The portfolio is to be submitted by June 30, 2001.

How Will the Portfolio Materials Be Used?

Each portfolio will be reviewed by an independent evaluation review team. Each school district will receive written feedback with comments and recommendations from the review team.

DUE DATE: June 30, 2001

- Mail the assessment portfolio to:

NEBRASKA DEPARTMENT OF EDUCATION
STATEWIDE ASSESSMENT
P.O. BOX 94987
LINCOLN, NE 68509-4987.

DISTRICT ASSESSMENT PORTFOLIO

for Reading, Speaking, and Listening

June, 2001

District Name_____

Consortium Name (if applicable)_____

Schools who have participated in a consortium for the development of assessments may complete one Portfolio for the group. Consortiums need to identify all districts included by name and county district number. Attach a sheet if needed.

County District Number _____

Address_____

_____

Phone Number_____

EXAMPLE
NOT ACTUAL FORM

Superintendent:_____

Assessment Coordinator/Contact Person: _____

DISTRICT ASSESSMENT DESCRIPTION: (Optional)
You may describe your district assessment system in this box. Please include only those circumstances that directly impact your district assessment process. (Ex: Any unusual constraints or issues related to your assessment development process.)

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Assessment Quality Criteria

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Quality Criterion One: The assessments reflect the state or local standards.

A. ***Check the appropriate boxes. In order to have met this criterion, you will need to have completed item 1 or 2, and item 3. Check and describe all that apply. Add pages as needed.***

❒ Yes … ❒ No… 1. A panel of qualified teachers or other educators from the district has judged the assessments to be: (a) matched to the standard, and, (b) adequate to cover the standard.

or

Your description may include:

- numbers of teachers/educators/included in the panel
- span of grade levels represented on the panel
- content areas represented on the panel
- number of years of experience represented on the panel
- the process used by this panel

❒ Yes … ❒ No… 2. An outside group has judged the assessments to be: (a) matched to the standard, and, (b) adequate to cover the standard.

- identify the group and numbers involved
- describe the process used by the group

and

❒ Yes … ❒ No… 3. The assessment includes enough items or sufficient performance demonstrations for adequate coverage to determine the standard has been adequately covered. Therefore:

- indicate the number of assessment items or demonstrations per standard
- indicate how you know there is adequate coverage of the standard in the assessment
- describe the scoring guidelines for subjectively scored tasks

❒ Yes … ❒ No… 4. Other: _____

_____

_____

Quality Criterion Two: **Students have an opportunity to learn the content.**

A. ***Check only the appropriate boxes that apply to your process. You do not need to do them all. You must check and complete at least one and may check others. Add pages as needed.***

❒ Yes … ❒ No… 1. Representative panels of teachers from the grade and content area have examined the curriculum to determine that student have the opportunity to learn the content prior to test administration. Your description may include:

- numbers of teachers/educators/included in the panel
- the percentage of total teachers available who served on the panel
- span of grade levels represented on the panel
- content areas represented on the panel
- number of years of experience represented on the panel
- the process used by this panel

❒ Yes … ❒ No… 2. A survey was conducted of grade and/or content appropriate teachers to determine where the test content is addressed in lesson plans. If this was done, you may include:

- how many teachers were surveyed, what grade levels were represented
- the response rate of the survey
- a copy of the survey

❒ Yes … ❒ No… 3. Panels of teachers or administrators have collected and examined samples of classroom assessments to determine that test content has been taught. Your description may include:

- general qualifications of the panel or administrative team
- the number/type of sample assessments collected
- the percentages of the total samples that were collected

❒ Yes … ❒ No… 4. Panels of teachers or administrators have examined or collected lesson plans to determine that test content has been taught. Your description may include:

- general qualifications of the panel or administrative team
- the number/type of sample lesson plans collected
- the percentages of the total number of sample plans that were collected
- any change you have made in your lesson planning process

❒ Yes … ❒ No… 5. Peer teachers/administrators have conducted classroom observations to determine that test content has been taught. Your description may include:

- any observation process used to determine that content is being taught
- opportunities that staff have to receive feedback about content being taught

❒ Yes … ❒ No… 6. Other: _____

Quality Criterion Three: **The assessments are free from bias.**

A. ***Check only the appropriate boxes that apply to your process. You do not need to do them all. You must check and complete at least one and may check others. Add pages as needed.***

❒ Yes … ❒ No… 1. The assessment writers have participated in an orientation regarding test bias. Your description may include:

- the bias orientation that was conducted.
- the name and qualifications of the individuals who conducted the orientation

❒ Yes … ❒ No… 2. A panel of educators or others representing various socio-economic, and ethnic groups has reviewed drafts of the assessments. Your description may include:

- a description of the panel of educators – what socio-economic, racial ethnic groups reviewed the assessments/number on the panel.
- A description of the general qualifications of the panel members.

❒ Yes … ❒ No… 3. A statistical analysis of the tests has been conducted to verify that items on the test do not demonstrate statistical bias. Your description may include:

- an identification of the statistical analysis and indicate by whom it was done.
- what the analysis showed.
- Identification of who conducted the analysis.

❒ Yes … ❒ No… 4. Other: _____

_____

_____

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Quality Criterion Four: **The level is appropriate for students.**

A. ***Check only the appropriate boxes that apply to your process. You do not need to do them all. You must check and complete at least one box and may check others. Add pages as needed.***

❒ Yes … ❒ No… 1. A panel (s) of grade and/or content level teachers has examined and evaluated the assessments from a developmental cognitive perspective. Your description may include:

- numbers of teachers/educators/included in the panel
- the percentage of total teachers available who served on the panel
- span of grade levels represented on the panel
- content areas represented on the panel
- number of years of experience represented on the panel
- the process used by this panel

❒ Yes … ❒ No… 2. Outside specialists in reading, cognitive psychology, or other similar areas have examined and evaluated the assessment instruments from a developmental perspective. Your description may:

- identify the specialists/ and number involved
- include the general qualifications of the specialists
- include the process used by the specialists

❒ Yes … ❒ No… 3. Readability analyses have been conducted on the assessments. Your description may:

- identify who conducted the analyses and their qualifications
- identify the readability process used.
- include the results of the analysis

❒ Yes … ❒ No… 4. Other: _____

_____

_____

_____

_____

_____

Quality Criteria Five: **There is consistency in scoring.**

A. ***Check only the appropriate boxes that apply to your process. You do not need to do them all. You must check and complete at least one and may check others. Add pages as needed.***

❒ Yes … ❒ No… 1. Reliability has been estimated by (a) retest, (b) alternate forms of the assessment, or (c) an internal consistency reliability process. Your description may include:

- the retest/alternative form in terms of number, type, format, administrative interval, etc.
- the internal consistency reliability process used/who conducted it/how
- the results of the reliability computation

❒ Yes … ❒ No… 2. A panel has screened and pre-tested the clarity and adequacy of the scoring rubric. Your description may include:

- numbers of teachers/educators/included in the panel
- span of grade levels represented on the panel
- content areas represented on the panel
- number of years of experience represented on the panel
  the process used by this panel

❒ Yes … ❒ No… 3. The scorers have been trained through the use of "marker" papers/ performances pre-scored by qualified trainers. Your description may:

- Describe the trainers/number/qualifications
- Describe the process used for the training

❒ Yes … ❒ No… 4. Sample papers/performances have been double scored to estimate the percent of scorer agreement. Your description may:

- Describe the number of papers double scored.
- Describe the process used for the double scoring
- Identify the percentage of scorer agreement (both exact and adjacent)

❒ Yes … ❒ No… 5. Other: _____

_____

_____

_____

Quality Criterion Six: **Mastery levels are appropriate.**

A. ***Check only the appropriate boxes that apply to your process.***

❒ Yes … ❒ No… 1. A panel of educators has examined the assessment tasks or items and determined the level of performance required to achieve mastery by taking the difficulty of the items into account. Levels are based on local decision-making. Your description may include:

- the actual process used to determine mastery levels/identify facilitator of process with qualifications.
- how the group worked toward consensus or agreement on mastery levels, that this was not just an arbitrary decision.

❒ Yes … ❒ No… 2. Students were classified at varying mastery levels and the scores obtained by students in the various classifications were used to determine the score needed for mastery. These classifications were decisions made by the local district. Your description may include:

- how actual student work was used in the classification process.
- the people/number/qualifications of those who made these decisions about mastery levels
- the identify of those who facilitated this process/qualifications.

❒ Yes … ❒ No… 3. Other: _____

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